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ABSTRACT

Based on the 1998 Arkansas State Language Arts Framework, this sample curriculum model for grade three language arts is divided into sections focusing on writing, listening, speaking, and viewing, and reading. Each section lists standards, benchmarks, assessments, and strategies/activities. The reading section itself is divided into print awareness, phonological awareness/decoding/vocabulary, comprehension, fluency, and literary response. Writing standards include moving from visual and spoken experiences to written language through positive modeling. An example of a writing benchmark has students recording personal and school-related observations and events using a graphic organizer. A suggested writing strategy uses modeled writing to show students how to record visual and spoken experiences. A standard for listening, speaking, and viewing focuses on listening for a variety of purposes, such as enjoyment, information, and details. A corresponding benchmark has students state their purpose for listening. Providing opportunities for students to listen for a variety of purposes is a listening strategy. Reading standards include expanding vocabulary through reading. A benchmark for this standard is for students to use knowledge of multi-meaning words to comprehend text. An example of a reading strategy has students dramatize a story using the story language. Assessments for the three areas include teacher made tests and samples of student writing. (PM)

The Arkansas Department of
Education

Language Arts Curriculum Framework: Sample Curriculum Model Grade 3

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SAMPLE CURRICULUM MODEL

GRADE 3

based on the 1998 Arkansas State Language Arts Framework
Arkansas Department of Education, 1998

WRITING

Standard 1.0	Benchmarks	Assessments	Strategies/Activities
SLE W. 1.1. Move from visual and spoken experiences to written language through positive modeling.	<p>Students will record personal and school-related observations and events using a graphic organizer.</p> <p>Students will show an awareness of formal language patterns in place of oral language patterns at appropriate places in their own writing (e.g. Oral language: "Get the book." Written language: The teacher told the child to get the book.)</p>	<ul style="list-style-type: none"> • Samples of student writing • Analysis of journal entries • Portfolio • Checklist 	<ul style="list-style-type: none"> • Use modeled writing to show students how to record visual and spoken experiences. • Provide time for students to record their experiences either in journals or in their writing folders. • Have students record class and individual observations and experiences including content area activities (e.g. science experiments). • Compose "Daily News" in which the teacher or students write about current events. Sentences are read aloud, revised and edited by the group using teacher guidance. • Have students complete a newstelling planning sheet before orally sharing an experience
SLE W.1.2 Understand the relationship between letters and words, words and sentences, sentences and paragraphs, and paragraphs and whole pieces.	<p>Students will write informational text of at least two paragraphs using conventional spelling and print.</p> <p>Students will write a topic sentence with some supporting details in a paragraph.</p> <p>Students will write simple narratives that have a recognizable beginning, middle and end.</p> <p>Students will use appropriate format in writing (e.g., margins, titles, indentations).</p>	<ul style="list-style-type: none"> • Samples of student writing • Statewide test • Teacher made tests 	<ul style="list-style-type: none"> • Use a "think aloud" to model any writing students are expected to do and the process for completing the written work. • Have students work in small groups to reconstruct whole texts from scrambled paragraphs. • Provide opportunities for students to do assigned and self-selected writing.

Standard 1.0	Benchmarks	Assessments	Strategies/Activities
SLE W.1.3. Follow patterns from predictable books, poems and stories.	Students will compose innovative text following the structure of a poem, story or expository (informational) text.	<ul style="list-style-type: none"> • Samples of student writing • Portfolio • Checklist • Analysis of log/journal entries 	<ul style="list-style-type: none"> • Compose individual and class innovations on predictable text, such as books, poems and stories. For example, use poetic formulas to assist students in writing their own five-sense poem. Students write poems about topics by describing them with each of the five senses. • Read the book <u>The Important Thing</u> (Brown, 1949) and have students make a class book following the pattern of the text. • Compose ABC books based on a content area unit of study (e.g. an ABC book of scientists).
SLE W.1.4. Use individual and collective strategies for finding and developing ideas about which to write.	<p>Students will generate ideas for writing by using available resources as references for topics and vocabulary (e.g. brainstorming, experiences, books, word walls, reference materials, charts).</p> <p>Students will select appropriate materials in preparation for personal and informational writing (e.g. reference materials, interviews, observations)</p>	<ul style="list-style-type: none"> • Samples of student writing including brainstorming lists or similar idea banks, prewriting graphic organizers and drafts. • Portfolio • Checklist 	<ul style="list-style-type: none"> • Model strategies for gathering and organizing ideas for writing: drawing, talking, reading, clustering, role playing, quickwriting. • When introducing a subject area topic, display several books for students to browse through and read. Encourage students to write questions that they may have about the topic. Write the questions on chart paper and have students select one as a topic for a report. • Have students use the 5W's and 1H (Who? Did What? When? Where? Why? How?) to organize and develop ideas for writing. • Model for students how to use the appropriate graphic organizer based on the type of writing they have chosen to do (e.g. Venn diagram for comparing).

Standard 1.0	Benchmarks	Assessments	Strategies/Activities
SLE W.1.5. Write from experiences and thoughts.	<p>Students will write brief personal narratives of at least two paragraphs including plot and supportive details.</p> <p>Students will write in a personal journal.</p>	<ul style="list-style-type: none"> • Samples of student writing • Analysis of journal entries • Statewide test 	<ul style="list-style-type: none"> • Use a "think aloud" and story map to model writing a personal narrative based on own experiences. Have students compose their own personal narratives using a story map as a planning sheet. • Have students keep journals to record events, personal stories, ideas. • Use a book such as <u>Owl Moon</u> (Yolen, 1987) as a example of a story written like a personal narrative.
SLE W.1.6. Write in one or more subject areas daily.	Students will record their own knowledge of a topic in various ways, such as drawing pictures, making lists, semantic maps, learning logs.	<ul style="list-style-type: none"> • Samples of student writing including graphic organizers • Analysis of journal/learning log entries • Portfolio 	<ul style="list-style-type: none"> • Model the ways students can record their knowledge of a topic, such as in lists, notes, graphic organizers, drawings. • Provide time for students to record new learning or observations in learning logs. • Have the students write their understanding of a process or procedure, such as a science experiment.
SLE W.1.7. Recognize and express cultural diversity in writing.	Students will respond to multicultural themes and stories by incorporating aspects of the culture into their own writing.	<ul style="list-style-type: none"> • Samples of student writing • Statewide test • Portfolio • Analysis of learning log/reading response journal entries 	<ul style="list-style-type: none"> • Divide students into literature focus groups to read books based on one central theme e.g. Harriet Tubman and the Underground Railroad. Students can discuss the books in small groups, write what they learned about Harriet Tubman and her struggle to free the slaves and share what they have learned in a presentation to the class as a whole.

Standard 1.0	Benchmarks	Assessments	Strategies/Activities
SLE W.1.8. Respond appropriately to the writing of others.	<p>Students will respond to the writings of others by giving specific feedback on the clarity, coherence and logical order of the writing as modeled by the teacher.</p> <p>Students will identify the most effective features of a piece of writing using criteria generated by the teacher (e.g. illustrations and descriptive words).</p>	<ul style="list-style-type: none"> Observation Checklist Performance 	<ul style="list-style-type: none"> Discuss with the class how to use a rubric to assess writing in the areas of coherence, logical order and elaboration of student writings or published works. Model using the revision checklist and appropriate behavior during peer revision. Have students meet in writing groups to share their compositions with classmates. Have them use the revision checklist to respond to a writer's rough draft and suggest possible revisions.
SLE W.1.9. Use the responses of others to review writing for clarity, style and content.	Students will revise selected drafts for varied purposes, such as clarity, content, precise word choices or vivid images, from peer responses and teacher conference.	<ul style="list-style-type: none"> Samples of student writing with revision checklist and drafts attached. Checklist Performance Observation Portfolio 	<ul style="list-style-type: none"> Discuss how well-developed content, clarity and descriptive language are achieved in writing. Examine the book <u>Cloudy with a Chance of Meatballs</u> (Barrett, 1978) for the author's use of descriptive language to make the story interesting. Model expanding sentences and have students apply the strategy to their own writing. Model adding, deleting and altering as a messy but necessary part of revision. Concentrate on only one or two skills at a time. Encourage students to make changes to rough drafts: additions, substitutions, deletions and moves.

WRITING

Standard 1.0	Benchmarks	Assessments	Strategies/Activities
SLE W.1.10. Acquire information with the use of computers and other available technology to gather, write and revise texts.	<p>Students will access information for writing from available technology, such as computer software and videos, with teacher assistance.</p> <p>Students will use available technology for aspects of writing, such as word processing, spell checking and printing.</p>	<ul style="list-style-type: none"> • Samples of student writing • Observation • Checklist • Performance • Portfolio 	<ul style="list-style-type: none"> • Provide students opportunity to access reference software to gather information about a topic for a research report in a content area. • Provide opportunity for students to use computers to complete written work to its final form.

Standard 1.0	Benchmarks	Assessments	Strategies/Activities
<p>SLE W.1.11. Write in a variety of modes, such as journals, stories, poems, letters, interviews and notes.</p> <p>SLE W.1.12. Write for a variety of purposes, such as to persuade, to enjoy, to entertain, to inform, to record, to respond to reading and to solve problems.</p> <p>SLE W.1.13. Write for a variety of audiences, such as peers, parents, teachers and community.</p>	<p>Students will select a mode of writing to suit purpose and audience.</p> <p>Students will demonstrate success in writing in a wide range of forms (e.g. stories, plays, expository texts, poetry, essays, reports, personal narratives).</p>	<ul style="list-style-type: none"> • Samples of student writing • Analysis of journal entries • Portfolios • Checklist • Performance • Statewide test • Teacher made tests • Observation 	<ul style="list-style-type: none"> • Use a "think aloud" to model the processes required for any writing students are expected to do. • Provide time everyday for students to write independently. • Provide students opportunity to write in a variety of modes in response to literature, thematic units, content area units, current issues. For example: <ul style="list-style-type: none"> --to influence (request and persuade), such as in letters and essays, --to inform (explain, describe), such as reports, summaries, newsletters, --to entertain, such as in plays, stories, poetry, --to organize prior knowledge about a topic using a teacher selected graphic organizer, etc., --to form questions for research and investigation, --to correspond, such as letters, invitations, thank you notes. • Read <u>The Jolly Postman</u> (Ahlberg, 1986) to introduce a variety of forms of correspondence.
SLE W.1.14. Develop a collection of writings.	Students will maintain a writing portfolio of some rough drafts and published pieces.	<ul style="list-style-type: none"> • Portfolio • Checklist 	<ul style="list-style-type: none"> • Discuss with students the purpose of a writing portfolio and assist them in selecting writing samples to put in the portfolio. • Provide time everyday for self-selected writing.

WRITING

Standard 2.0	Benchmarks	Assessments	Strategies/Activities
SLE W.2.1. Write independently on self-selected topics.	<p>Students will write for enjoyment and to accomplish tasks.</p> <p>Students will revise, refine and/or complete written pieces to a finished product.</p>	<ul style="list-style-type: none"> Portfolio Analysis of log/journal entries Samples of student writing Project 	<ul style="list-style-type: none"> Provide time everyday for self-selected writing. Provide a writing center which contains resource materials (picture files, media, etc.) and reference materials (dictionary, thesaurus, magazines) to which students can refer for ideas and for assistance in writing. Allocate time everyday for students to share work in the Author's Chair.
SLE W.2.2. Organize information according to criteria for importance and impact rather than according to availability.	<p>Students will use specific information from graphic organizers (e.g. main idea/detail map, cumulative story staircase, character web) to write a selection of two paragraphs independently.</p> <p>Students will develop drafts by sorting information into categories and using the categories as paragraphs.</p>	<ul style="list-style-type: none"> Samples of student writing with graphic organizers and draft attached Statewide test Teacher made test Project 	<ul style="list-style-type: none"> Discuss with students the type of graphic organizer that would be most useful for the structure of the writing to be done. Give students their own graphic organizers to complete while the class works with the teacher. Have students select three categories from which to compose a story or essay.
SLE W.2.3. Work in cooperative groups to produce a written product.	Students will problem-solve in cooperative groups to write correspondence, responses to literature, original stories, research reports.	<ul style="list-style-type: none"> Performance Project Checklist Samples of student writing 	<ul style="list-style-type: none"> Have students work in groups to create a written product, such as a skit to retell the key events from a story. Divide students into literature study groups (groups of 5-6) to read and study books related to a central theme or author, such as Judi Barrett (<u>Cloudy with a Chance of Meatballs</u>, 1978). After reading the book, have students present what they have learned in a collaborative production, such as a play, research report, etc. The theme could be by author or by topic.

Standard 2.0	Benchmarks	Assessments	Strategies/Activities
<p>SLE W.2.4. Monitor progress of self and others.</p> <p>SLE W.2.5. Accept responsibility for completing writing tasks.</p>	Students will examine written work with teacher assistance to determine progress in writing and work habits.	<ul style="list-style-type: none"> • Checklist of writing goals • Portfolio • Statewide test • Student-teacher conference • Analysis of log/journal entries 	<ul style="list-style-type: none"> • Have students maintain a writing portfolio which contains an individual checklist of writing goals set with teacher direction. • Explain the purpose and content of a writing portfolio, including how to record on checklists. • Establish a process for conferencing with students so they can explain the progress they are making in writing. • Display a writing process chart on which students move name cards as they progress through each stage of writing. At the end they share their writing in the Author's Chair. • Give essay questions on content area tests and require them to be completed within a specified amount of time.

Standard 2.0	Benchmarks	Assessments	Strategies/Activities
SLE W.2.6. Edit writing for developmentally appropriate spelling, usage, mechanics, grammar, vocabulary, handwriting and content accuracy.	<p>Students will write legibly in manuscript or cursive as is appropriate.</p> <p>Students will write with accurate spellings in final draft.</p> <p>Students will compose simple and compound sentences with elaborated subjects.</p> <p>Students will use paragraphs to organize information and ideas.</p> <p>Students will use checklists and rubrics for teacher-directed, peer or self-editing.</p> <p>Students will capitalize and punctuate correctly including use of possessives, commas in a series, quotation marks, proper nouns, abbreviations and sentence punctuation with increasing accuracy.</p> <p>Students will edit writing toward standard grammar and usage, including subject-verb agreement; pronoun agreement, including pronouns that agree in number; and appropriate verb tenses in final drafts.</p> <p>Students will use singular and plural forms of regular nouns and adjust verbs for agreement.</p> <p>Students will use correct irregular plurals.</p>	<ul style="list-style-type: none"> Samples of student writing with drafts and editing checklist attached Statewide test Checklist Teacher made tests 	<ul style="list-style-type: none"> Model use of editing and revision checklists. Conduct minilessons on revision strategies, such as expanding sentences. Use teacher-student conferences to discuss use of editing and revision checklists. Have students concentrate on one skill at a time. Have students read their work aloud to hear mistakes. Provide opportunities for students to engage in peer or self-editing. Provide grammar cloze activities. Delete all of one particular part of speech in a piece of text and ask students to replace the words without seeing the text. Use punctuation cloze activities for students to reinforce punctuation skills. During self-selected writing, conduct minilessons for small groups or whole class if needed, in areas of language conventions, mechanics and spelling. Use literature to illustrate language conventions and structure. For example, use poems from <u>Something BIG Has Been Here</u> (Prelutsky, 1990) to illustrate use of exclamation points.

WRITING

Standard 2.0	Benchmarks	Assessments	Strategies/Activities
SLE W.2.7. Publish writing in a variety of ways, such as class anthologies, public readings, newsletters, newspapers, bulletin board, sharing with others and books.	<p>Students will contribute written work to the literate environment of the classroom/school.</p> <p>Students will frequently refine selected pieces to "publish" for general and specific audiences, such as school newsletters.</p>	<ul style="list-style-type: none"> • Samples of student writing • Performance • Exhibition • Project 	<ul style="list-style-type: none"> • Provide opportunity for students to do self-selected writing everyday. • Have students create big books for kindergarten and first grade classes. • Write poems, stories, plays, readers' theater and present them at school assemblies. • Submit student work to companies that publish student writing (e.g. Willowisp Press®). • Provide opportunities for students to publish their writing in a variety of ways, such as class newsletters, original books, class anthologies. • Post students' work on the walls throughout the school.

LISTENING, SPEAKING, VIEWING

Standard 1.0	Benchmarks	Assessments	Strategies/Activities
SLE LSV.1.1. Listen for a variety of purposes, such as enjoyment, information and details.	Students will state purpose for listening, such as to gain information, to solve problems, to enjoy.	<ul style="list-style-type: none"> • Observation • Statewide test • Teacher made tests • Teacher-student interviews 	<ul style="list-style-type: none"> • Provide opportunities several times a day for students to listen for a variety of purposes. Have them listen to fiction books, such as <u>Huge Harold</u> (Pete, 1974) for entertainment; listen to newspaper articles to be informed; listen to instruction for schoolwork for details. • Before reading a story explain to students the purpose for listening and have students explain the listening strategy. For example, read <u>Trees</u> (Thomson, 1980). Cover the bold-faced headings. Read one page at a time. Ask students to determine the main idea of each page.
SLE LSV.1.2. Listen selectively and attentively to a variety of speakers.	Students will show respect for a speaker through demonstration of active listening behaviors which may include: smiling, making eye contact, giving attention, sitting still, facing speaker, taking turns to speak, asking questions, providing nonverbal support.	<ul style="list-style-type: none"> • Observation • Teacher made test 	<ul style="list-style-type: none"> • Read the book, <u>Lily's Purple Plastic Purse</u> (Henkes, 1996). Discuss with the students how Lily's excitement to share her new things got her into trouble. • Brainstorm the behaviors of active listener. <ul style="list-style-type: none"> • Role play effective and ineffective listening behaviors. • Provide opportunities for students to speak and for visitors to speak to the class. • Have students do a quickwrite after listening to a speaker.

LISTENING, SPEAKING, VIEWING

Standard 1.0	Benchmarks	Assessments	Strategies/Activities
SLE LSV.1.4. Listen to improve reading, oral and written performance.	Students will listen to proficient, fluent models of oral reading, including selections from classic and contemporary works.	• Observation • Samples of student writing • Performance • Analysis of log/journal entries	• Read to students everyday to model fluent reading. • Involve students in Reader's Theater by orchestrating simple class poems and stories. • Read an excerpt from a book or a short story and give students a brief amount of time (2-3 minutes) to quickwrite a summary and have them share their summaries in small groups. • Teach students to self-question by asking students to listen to a selection being read and develop questions to ask the teacher about the content after the selection is read.

LISTENING, SPEAKING, VIEWING

Standard 1.0	Benchmarks	Assessments	Strategies/Activities
SLE LSV.1.5. Develop strategies such as asking relevant questions, taking notes and making predictions for understanding what is heard.	Students will use a variety of strategies to understand what is heard, such as: --read, speculate, interpret and raise questions in response to what is heard, --connect their own personal experiences, insight, information and ideas with those being shared, --form mental pictures or draw sketches of what is being shared, --take notes, outline, or map the information being shared.	<ul style="list-style-type: none"> Observation Statewide test Teacher made test Analysis of log/journal entries 	<ul style="list-style-type: none"> Have one student read while another student draws pictures or takes notes about what he/she hears. Then both reread the text to check accuracy. Have students practice self-questioning by asking students to listen to a selection being read and to develop questions to ask the teacher about the content after the selection is read. Model quickwriting and quickdrawing and give students opportunity to practice on easy texts. Model for students how to takes notes, outline, or map information being shared.
SLE LSV.1.6. Listen to follow directions sequentially.	Students will understand and follow directions involving multiple steps. Students will listen to and follow directions for more complex assignments or tasks, such as writing reports.	<ul style="list-style-type: none"> Statewide test Teacher made test Demonstration 	<ul style="list-style-type: none"> Have the students use the following techniques for listening to follow directions: Listen carefully for each step in the directions. Listen for the order of the steps. Listen for key words. Have students repeat directions for assignments or tasks to a partner. Engage students in games that involve making certain motions or doing certain actions in response to spoken directions.

LISTENING, SPEAKING, VIEWING

Standard 1.0	Benchmarks	Assessments	Strategies/Activities
SLE LSV.1.7. Respond to artistic performances both verbal and musical.	Students will evaluate a performance on the basis of predetermined criteria.	<ul style="list-style-type: none"> Students' evaluation of performance Observation Samples of student writing 	<ul style="list-style-type: none"> Provide opportunities for students to experience verbal and musical performances. Brainstorm with students the criteria for a quality performance. Discuss the appropriate response to artistic performances. Review the performance using the predetermined criteria. Have students respond to the performance, orally or in writing, and discuss the quality of the performance.
SLE LSV.1.8. Share ideas in discussions, conversation and presentation. SLE LSV.1.10. Contribute to class and small group discussions. SLE LSV.1.25. Discuss current events.	Students will participate in formal and informal discussions about observations, experiences, thoughts and ideas, state and national events.	<ul style="list-style-type: none"> Observation Performance Checklist Analysis of log/journal entries 	<ul style="list-style-type: none"> Provide opportunities for students to share thoughts and ideas. Role play appropriate conversational behavior. Encourage students to bring news articles from home to share. Ask questions which elicit more than a yes or no response from students. Participate in discussions and model good questioning and question responding. Call on individual students to talk instead of waiting for volunteers. Allow students to share in small groups and have small groups share with large group.

LISTENING, SPEAKING, VIEWING

Standard 1.0	Benchmarks	Assessments	Strategies/Activities
SLE LSV.1.9. Respond appropriately to the thoughts and ideas of others.	<p>Students will recognize the right of others to express opposing views/opinions.</p> <p>Students will avoid the use of "put-downs" to others who disagree.</p> <p>Students will provide supportive verbal and nonverbal cues to participants in a discussion to encourage an exchange of ideas.</p>	<ul style="list-style-type: none"> Observation Checklist Analysis of journal entries 	<ul style="list-style-type: none"> Establish the "norms" for discussion with the class. Post a chart of the norms in the classroom for periodic review and refer to them as needed. Have students role play appropriate conversational/social behavior.
SLE LSV.1.12. Give reasons for support of opinions expressed.	Students will support spoken ideas and opinions with evidence and examples.	<ul style="list-style-type: none"> Observation Performance Analysis of log/journal entries 	<ul style="list-style-type: none"> Model for students how to share an opinion with evidence and examples which support that opinion. Use questioning to elicit from students the evidence and examples that support their opinions.
SLE LSV.1.13. Tell and retell stories from writing, reading and pictures.	Students will select a story to retell to the class in a formal storytelling format incorporating use of descriptive language, elements of a story and use of the voice as a device for creating interest and mood.	<ul style="list-style-type: none"> Retelling rubric Performance Observation Teacher made tests 	<ul style="list-style-type: none"> Model the retelling process. Provide daily time for "reader's chair" in which a few of the students do book talks on books they have read. Have students write the text for a wordless picture book, such as <u>A Boy, a Dog and a Frog</u> (Mayer, 1986), and share it with the class.
SLE LSV.1.14. Participate in collaborative speaking activities, such as choral readings, plays and reciting poems.	Students will participate in a variety of collaborative speaking activities, such as a dramatic production, choral reading, reciting poetry, book talks, oral reports.	<ul style="list-style-type: none"> Observation Performance Demonstration Checklist 	<ul style="list-style-type: none"> Provide opportunities for students to participate in various types of collaborative reading activities, such as readers' theater, plays, demonstrations.

LISTENING, SPEAKING, VIEWING

Standard 1.0	Benchmarks	Assessments	Strategies/Activities
SLE LSV.1.15. Initiate and participate in conversations about reading.	Students will discuss authors, stories and other texts, making recommendations to their friends and teacher.	<ul style="list-style-type: none"> • Observation • Checklist • Performance 	<ul style="list-style-type: none"> • Teachers should enthusiastically share books they are reading with students. • Divide students into small literature focus groups based on interests and provide time everyday for them to read and respond in their groups. • Provide time everyday for some students to conduct book talks in the Reader's Chair.
SLE LSV.1.16. Read orally with meaning and expression.	<p>Students will read orally from familiar text with fluency (accuracy, expression, appropriate phrasing and attention to punctuation).</p> <p>Students will read grade level materials aloud using rhythm, pace and intonation that sounds like natural speech.</p>	<ul style="list-style-type: none"> • Oral reading records • Checklist • Observation • Performance 	<ul style="list-style-type: none"> • Provide opportunities for students to reread with others, such as small group reading, choral reading, Reader's Theater, literature circles. • Read to students everyday to model fluent reading. • Provide opportunities for students to read to others (e.g. to younger students). • Provide an amplifier for students to practice oral reading in the form of public readings.
SLE LSV.1.17 Show or explain directions for a particular purpose.	Students will give multiple step directions or explain the process of activities and tasks.	<ul style="list-style-type: none"> • Performance • Demonstration • Project 	<ul style="list-style-type: none"> • Play games which require students to give directions to the class. • Have students repeat directions for assignments or tasks to a partner. • Have students "teach the class" by giving instructions for simple tasks or procedures (e.g. doing a science experiment).
SLE LSV. 1.18. Make and respond to introductions.	<p>Students will respond appropriately and courteously when being introduced.</p> <p>Students will introduce a younger person to an older person, tell who they are and something about them.</p>	<ul style="list-style-type: none"> • Performance • Observation • Checklist 	<ul style="list-style-type: none"> • Role play how to introduce an older person to a younger person.

LISTENING, SPEAKING, VIEWING

Standard 1.0	Benchmarks	Assessments	Strategies/Activities
SLE LSV.1.20. Collaborate with others to solve and resolve problems.	Students will initiate problem-solving strategies.	<ul style="list-style-type: none"> Observation Checklist Performance 	<ul style="list-style-type: none"> Practice cooperative learning strategies in which students explain, discuss, problem-solve and complete tasks together e.g. picture problems in which students identify a problem and present possible solutions (e.g. <u>The Cat on the Chimney</u> (Drew, 1992).
SLE LSV. 1.21. Use technology to enhance and evaluate oral performances and presentations.	<p>Students will use videos, pictures, recordings, computers to enhance presentations.</p> <p>Students will use video recordings of presentations to critique and improve presentation skills.</p>	<ul style="list-style-type: none"> Oral presentation rubric Observation Checklist Performance Demonstration 	<ul style="list-style-type: none"> Have students read, listen to or view information about topics they are researching. They may use books, slides, filmstrips, videos, CD-ROMS, laser discs, the Internet, etc., to take notes and summarize. Using these notes and/or media, have the students create research projects, such as models, science or social studies displays, dioramas, etc., to use with oral presentations. Allow students to use an overhead projector to make presentations. Videotape students' presentations for them to review and self-assess.

LISTENING, SPEAKING, VIEWING

Standard 1.0	Benchmarks	Assessments	Strategies/Activities
SLE LSV.1.23. Participate in discussion by alternating the roles of speaker and listener.	<p>Students will take turns respectfully when speaking and listening.</p> <p>Students will speak clearly and audibly.</p> <p>Students will listen responsively and reflectively.</p> <p>Students will ask and answer relevant questions and make contributions in small or large group discussions.</p> <p>Students will provide supportive verbal and nonverbal cues to participants in a discussion to encourage an exchange of ideas.</p>	<ul style="list-style-type: none"> Observation Performance Checklist 	<ul style="list-style-type: none"> Model the appropriate behavior of a listener and speaker. Have students role play appropriate listening and speaking behaviors. Provide opportunities for students to participate in formal and informal speaking/listening activities. Encourage students to discuss subject area learning activities while in progress.

LISTENING, SPEAKING, VIEWING

Standard 1.0	Benchmarks	Assessments	Strategies/Activities
SLE LSV.1.24. Present work completed in subject areas to large and small groups in and out of the classroom for discussion.	<p>Students will create an individual or collaborative project using research materials and media related to other disciplines.</p> <p>Students will demonstrate appropriate stage presence (e.g. posture, appearance, gestures, facial expressions and eye contact).</p>	<ul style="list-style-type: none"> Performance Observation Exhibition Oral presentation rubric 	<ul style="list-style-type: none"> Model appropriate and inappropriate oral presentation behaviors. Read accounts of famous people, such as Martin Luther King and write a letter to the students from his point of view. Role play historical events such as the signing of the Constitution. Make a display of different kinds of weather. Label and write brief summaries describing each type. Set up displays for other classes to view. Have students take turns around a small circle to present and talk about an item of work and guide sharing through questioning and feedback. Invite other students in circle to respond to or question each speaker. Have them present their work to the whole class or in a school assembly. Have students prepare an item of interest to show to another class or during an assembly. Assist the students in preparing a brief explanation of how and why it was produced

LISTENING, SPEAKING, VIEWING

Standard 1.0	Benchmarks	Assessments	Strategies/Activities
SLE LSV.1.11. Speak in complete sentences.	Students will choose and adapt spoken language appropriate to the audience, purpose and occasion including use of appropriate volume and rate.	<ul style="list-style-type: none"> Performance Observation Demonstration Checklist Oral presentation rubric 	<ul style="list-style-type: none"> Discuss with students appropriate speech and manners when making oral presentations using an oral presentation rubric. Make a presentation to the class and allow them to critique the presentation using the rubric. Provide opportunities for students to participate in a variety of speaking activities which may include: <ul style="list-style-type: none"> --oral reports, --buddy reading, --character dress-up, --reciting poetry, --puppet shows, --plays, --book talks, --school announcements.
SLE LSV.1.26. Speak to a variety of audiences in a variety of places for a variety of reasons.	Students will use effective oral communication skills which may include:		
SLE LSV.1.27. Engage the audience with eye contact and appropriate verbal cues.	--speaking in complete thoughts using increasingly correct grammar, --speaking clearly and effectively with attention to enunciation, tone, volume, rate, expression, --focusing discussion on topic being discussed, --justifying and providing evidence for expressed opinions, --using clear and specific language when responding to questions from the audience, --emphasizing meaning during speaking by the use of pauses, gestures and facial expressions.		
SLE LSV.1.28. Recognize when audiences do not understand the message and adapt speaking to clarify.			
SLE LSV.1.29. Use clear, concise, organized language when speaking.			
SLE LSV.1.30. Respond to questions from the audience.			

LISTENING, SPEAKING, VIEWING

Standard 1.0	Benchmarks	Assessments	Strategies/Activities
<p>SLE LSV.1.31. Give immediate, respectful, detailed feedback to a variety of speakers.</p> <p>SLE LSV.1.22. Check information for accuracy.</p>	<p>Students will evaluate a speaker based on predetermined criteria.</p> <p>Students will provide feedback which is constructive and based on evidence.</p>	<ul style="list-style-type: none"> • Observation • Checklist • Oral presentation rubric • Performance 	<ul style="list-style-type: none"> • Use an oral presentation rubric to discuss with students the criteria for a quality oral presentation. • Discuss how to give respectful, detailed feedback using the oral presentation rubric. • Role play giving constructive feedback without the use of "put-down" or critical overtones. • Discuss a speaker's presentation in terms of clarity of speech, mannerisms, content and accuracy of information. • Have students complete individual oral presentation rubrics for a speaker and give the rubrics to the speaker for review.
<p>SLE LSV.1.32. Receive and use constructive feedback to improve speaking abilities.</p>	<p>Students will accept contributions of the group or teacher and set goals to improve performance.</p>	<ul style="list-style-type: none"> • Oral presentation rubric • Observation • Performance • Checklist 	<ul style="list-style-type: none"> • Discuss with students the criteria for a quality oral presentation using an oral presentation rubric. • Provide opportunities for students to give oral presentations, such as oral reports and informative speeches. • Have students use the feedback to set goals for improving speaking skills.

LISTENING, SPEAKING, VIEWING

Standard 1.0	Benchmarks	Assessments	Strategies/Activities
SLE LSV.1.3. Listen to reinforce and extend learning through the use of technology.	Students will interpret important events and ideas gathered from maps, charts, videos, filmstrips.	<ul style="list-style-type: none"> Observation Project Performance Analysis of log/journal entries Demonstration Samples of student writing 	<ul style="list-style-type: none"> Read books that are the basis of plays, movies, television shows, such as <u>Sarah, Plain and Tall</u> (MacLachlan, 1985). Compare and contrast the two.
SLE LSV.1.33. Make informed judgements about television, radio and film productions.	Students will distinguish the purpose of various types of media presentations (e.g. to inform, to entertain, to persuade).		<ul style="list-style-type: none"> Read excerpts from the book <u>Television: Electronic Pictures</u> (Gano, 1990). Discuss the impact different types of television programming has made on students' lives: news, commercials, sitcoms, educational t.v., sports.
SLE LSV.1.34. Demonstrate an awareness of the presence of media in daily life.	Students will compare written stories with filmed versions.		<ul style="list-style-type: none"> Show several commercials and have students critique for quality and effectiveness.
SLE LSV.1.35. Evaluate the role media plays in focusing attention and forming opinion.	Students will describe how an illustrator's choice of style, elements and media help to represent or extend text meanings.		<ul style="list-style-type: none"> Ask students to do research reports in which they reference electric texts, news, programs, videos, etc.
SLE LSV.1.36. Judge the extent to which media provides a source of entertainment as well as source of information.			<ul style="list-style-type: none"> Examine children's books for How the illustrator uses line, shape, color value, and texture to convey meaning, set the mood or create a character.
SLE LSV.1.37. Interpret the role of advertising as a part of media.			<ul style="list-style-type: none"> Have students examine ads from magazines and newspapers and view television commercials to determine the elements advertisers use to persuade the viewer.

READING: PRINT AWARENESS

Standard R.1, R.2	Benchmarks	Assessments	Strategies/Activities
SLE R.1.2 Demonstrate and use concepts of print such as directionality, spacing, punctuation and configuration in developmentally appropriate ways.	<p>Students will use parts of a book to locate information, including table of contents, chapter titles, guide words, glossaries, bold print and indices.</p> <p>Students will interpret and use graphic sources of information, including maps, charts, graphs and diagrams.</p>	<ul style="list-style-type: none"> • Observation • Teacher made tests • Statewide test • Project 	<ul style="list-style-type: none"> • Using student texts, point out the various features of text and their functions, such as table of contents, chapter titles, guide words, indices, graphs, illustrations, diagrams. • Show students a graph, chart or diagram from selected text. Have them predict what the content will be from the information shown. Provide them with the text to confirm their prediction. • Lead students to examine how diagrams, illustrations, photographs, etc. are used in non-fiction books by involving them in making their own non-fiction class books.

Standard R.1, R.2	Benchmarks	Assessments	Strategies/Activities
<p>SLE R.1.3. Recognize and associate letters and sounds.</p> <p>SLE R.1.4. Use phonetic skills to decode words.</p> <p>SLE R.1.5. Use major cueing systems, such as phonetic, syntactic and semantic to decode and construct meaning.</p>	<p>GRAPHOPHONICS, SYNTAX, SEMANTICS Students will use the most common principles of syllabication.</p> <p>Students will use knowledge of word structure, such as root words, inflectional endings, compound words, contractions and more complex prefixes and suffixes to decode and comprehend text.</p> <p>Students will recognize a large core of high frequency words.</p> <p>Students will demonstrate ability to identify consonant vowel sounds represented by one or more spellings.</p> <p>Students will integrate context clues, picture cues, knowledge of sentence structure and graphophonics to decode and comprehend text.</p> <p>Students will identify unknown words in continuous text by rereading and searching for additional cues and other strategies.</p>	<p>GRAPHOPHONICS, SYNTAX, SEMANTICS</p> <ul style="list-style-type: none"> Observation of students during guided reading. Oral reading records with miscue analysis Teacher made tests Teacher-student reading conferences Checklist Statewide test Cloze and modified cloze procedures Word recognition test 	<p>GRAPHOPHONICS, SYNTAX, SEMANTICS</p> <ul style="list-style-type: none"> Use a whole-part-whole sequence to plan instruction. For example, read <u>Cloudy With Chance of Meatballs</u> (Barrett, 1978). After reviewing for comprehension, skim text for plural words and sort by endings. Put on a chart to which students can refer for future reading and writing. Model use of cueing systems in shared reading sessions: <ul style="list-style-type: none"> --delete words and have students use meaning of sentence to predict (e.g. The <u>lightning</u> flashed in the sky during the storm.), --cross-check prediction by looking at graphophonics, structure of sentence, pictures. Model word-solving strategies in the context of shared reading: <ul style="list-style-type: none"> --comparing similar words, --breaking words into smaller words. Complete a cloze activity with word endings omitted. Categorize and classify words according to particular spelling patterns. Do "Make Words" lessons. Read the book <u>Word Wizard</u> (Falwell, 1998) to introduce the activity. Give students enough letter cards to make a particular word from a story such as "meatballs". Make smaller words building to the final word which should be composed of all letters.

Standard R.1, R.2	Benchmarks	Assessments	Strategies/Activities
SLE R.1.6. Expand vocabulary through reading.	<p>Students will incorporate words learned from reading narrative text and studying content areas into their own reading, speaking and writing activities.</p> <p>Students will use knowledge of multi-meaning words to comprehend text.</p> <p>Use knowledge of synonyms, antonyms and homonyms in reading, writing and speaking activities.</p> <p>Students will recognize specific language forms, such as figurative language.</p> <p>Students will use resources and references such as beginner's dictionaries, glossaries, available technology and context to build word meanings.</p>	<ul style="list-style-type: none"> Oral reading records Observation Teacher made tests Statewide test Samples of student writing Cloze and modified cloze procedures 	<ul style="list-style-type: none"> Have students sort a collection of word cards from a story according to such topics as story elements, inflectional endings or word parts. Have students dramatize a story using the story language. Have students summarize a content area text using pre-selected vocabulary words. Introduce the concept of the "nym" words by reading books that illustrate them. For example, read <u>Today Was a Terrible Day</u> (Giff, 1980) to introduce antonyms. Have students develop an opposite version of the story. Have students brainstorm antonyms to develop a class antonym chart which can be used as a reference during reading and writing. Read the poem "Good Books, Good Times" (Hopkins, 1990). Have students use the pattern of the poem to produce their own. Develop word walls for units of study such as weather. Use wordplay books, such as <u>The Dove Dove</u> (Terban, 1985), and have students analyze words that are spelled the same but pronounced differently. Have students make books in which similar words are illustrated and which contain sentences including the pair of words. Use a book such as <u>Q is for Duck</u> (Etting & Folsom, 1980), and have students use the pattern to develop their own wordplay books.

READING: COMPREHENSION

Standard R.1, R.2	Benchmarks	Assessments	Strategies/Activities
SLE R.1.7. Understand the goal of reading is to construct meaning.	Students will monitor their own comprehension and when comprehension breaks down, use appropriate fix-up strategies which may include: self-correct, reread, read on, self-question, adjust reading rate, search for clues, summarize, form mental pictures, read a portion aloud.	<ul style="list-style-type: none"> • Teacher-student reading conferences • Observation of student during guided reading • Oral reading records with analysis of miscues • Students accurately answer questions about text • Oral or written retelling • Teacher made tests • Statewide test • Analysis of comprehension activities such as story maps 	<ul style="list-style-type: none"> • Conduct "think alouds" in which the thinking of good readers is verbalized: <ul style="list-style-type: none"> --ask, "Does this make sense? Does it sound right?", --adjust reading rate when necessary, --read on or read back to retain meaning, --summarize, --read a portion aloud, --self-question. • Ask students to do oral summaries: Each student will read a section of a text. Students will summarize to a partner what has happened so far in the story. Encourage discussion and substantiation. • Work with students in guided reading groups so they can be prompted to apply reading strategies and the teacher can have specific feedback that praises an appropriate use of strategies.

Standard R.1, R.2	Benchmarks	Assessments	Strategies/Activities
SLE R.1.8 Understand that reading is communication between the author and the reader.	<p>Students will demonstrate knowledge that authors/illustrators are real people who go through a process to produce a book and use different techniques to communicate.</p> <p>Students will use knowledge of author's purpose to comprehend text.</p>	<ul style="list-style-type: none"> Observation Analysis of reading log/reading response journal entries 	<ul style="list-style-type: none"> Invite local writers and illustrators to talk with the class. Divide class into author study groups and have each group read and study the life and works of an author. Have them develop a presentation to share what they have learned. Display posters, show video tapes and listen to audio tapes of various authors. Have the students write letters to their favorite authors. After reading a book, engage students in a discussion of author's purpose. Have students create individual books or stories with their names listed as the authors.
SLE R.1.9. Establish purposes for reading, such as enjoying, learning, modeling, sharing, performing, investigating and solving problems.	<p>Students will state purpose for reading, such as for enjoyment, to get information/to learn, for author's purpose, to solve problems.</p>	<ul style="list-style-type: none"> Teacher-student conference Teacher made test Portfolio Statewide test 	<ul style="list-style-type: none"> Plan activities where children are reading for different purposes and make them aware of the differences in purposes, such as: <ul style="list-style-type: none"> --read biographies to inform, --read tall tales to entertain, --read a book on riddles to solve problems, --read game instructions to follow directions. Ask students to make a deliberate choice about the way they will read a particular text depending on the purpose (skim, scan, read, re-read). As KWL charts are used, encourage students to use charts independently to set purposes for reading.

Standard R.1, R.2	Benchmarks	Assessments	Strategies/Activities
SLE R.1.10. Use relationships between words and sentences, sentences and paragraphs, and paragraphs and whole pieces to understand text.	<p>Students will use the context of the sentence to decode unknown words.</p> <p>Students will use the context of the sentences in a paragraph to monitor comprehension.</p> <p>Students will use the context of paragraphs in the whole text to monitor comprehension.</p>	<ul style="list-style-type: none"> Oral reading records with analysis of miscues Analysis of comprehension activities Teacher made test Cloze passages Statewide test Samples of student writing 	<ul style="list-style-type: none"> Use "think alouds" to model how to clarify confusion in comprehension using the context of the paragraph and the whole text. For example, use a text such as <u>Amos & Boris</u> (Steig, 1971). Focus lesson on learning to use context to identify unknown words. Tell the students that Steig uses many interesting words and they determine the meaning of these words from the surrounding text. Read the book aloud and at several places stop and ask if the students can guess the meaning of the unusual words. After the "read-aloud", display excerpts on the overhead so all can read and conjecture about the meaning of the words. Next, display some cloze passages to show students how they can use the meaning (semantics) and structure (syntax) to predict the missing words. Put sentences from paragraphs on sentence strips and have students rebuild the paragraphs in the story focusing on reconstructing the meaning of the paragraph. Have students determine the part of speech left out of cloze passages.

Standard R.1, R.2	Benchmarks	Assessments	Strategies/Activities
SLE R.1.11. Use prior knowledge to extend reading ability and comprehension.	<p>Students will use their own ideas, experiences and knowledge of topic and text structure to anticipate meaning and make sense of text.</p> <p>Students will make and confirm predictions about text by using prior knowledge and ideas presented in the text.</p> <p>Students will ask questions and support answers by connecting prior knowledge with literal and inferential information found in text.</p>	<ul style="list-style-type: none"> Answer comprehension questions Statewide test Teacher made tests Project 	<ul style="list-style-type: none"> Model or "think aloud" the process good readers use to link text information with own background knowledge and experiences. Before reading <u>The True Story of the Three Little Pigs</u> (Scieszka, 1991), have students recall the events of the original story. During reading have them think about how this story is like or different from the original. Have students "quickwrite" (5-10 minutes in note form) what they know about a topic before they begin reading. As stories or text is read, stop at appropriate places in the text and ask the student to predict what will happen next. Have them justify their predictions with information from their heads or from the text.

Standard R.1, R.2	Benchmarks	Assessments	Strategies/Activities
<p>SLE R.1.12. Use specific strategies such as making comparison, predicting outcomes, drawing conclusions, identifying the main ideas and understanding cause and effect to comprehend a variety of literary genre from diverse cultures and time periods.</p>	<p>Students will select and adjust strategies according to the purposes for reading and the type of text being read.</p> <p>Students will comprehend text by using specific strategies, such as analyzing, predicting outcomes, determining important ideas.</p> <p>Students will determine a text's main ideas and how those ideas are supported with details.</p> <p>Students will summarize text to recall, inform and organize ideas.</p> <p>Students will draw inferences, such as conclusions or generalizations, and support them with text evidence and their own experiences.</p> <p>Students will find similarities and differences across texts, such as in scope or organizations.</p>	<ul style="list-style-type: none"> • Samples of student writing • Statewide test • Teacher made tests • Analysis of comprehension activities, such as story maps, Venn diagrams • Teacher-student reading conference • Answer questions about the text 	<ul style="list-style-type: none"> • Model use of strategies before, during, after reading and allow children to practice in context. Have them discuss how the strategy helped them comprehend better. • Read a selection such as <u>Mufaro's Beautiful Daughters</u> (Steptoe, 1987), and have the students gather information about each daughter. Use a Venn diagram after the reading to visually organize the information. Encourage students to use the same kind of thinking on other comparison texts. • Have students read <u>Train to Somewhere</u> (Bunting, 1996) to predict the outcome. Have them map the story on a summary frame and then write a summary from it. • Read books which are conceptually challenging such as <u>The Indian in the Cupboard</u> (Banks, 1995), to give students the opportunity to comprehend beyond their reading level. • Choose books from different genres such as biographies and realistic fiction which have the same theme. Use graphic organizers to record information from the books. Guide a discussion of the books by asking the following types of questions: <ul style="list-style-type: none"> --How are the characters/people alike and different? --How do the stories/situations differ? --How do the characters/people relate to students' personal experiences?

Standard R.1, R.2	Benchmarks	Assessments	Strategies/Activities
SLE R.1.13. Understand that texts have different purposes (e.g. persuading, informing, entertaining and instructing).	Students will distinguish different forms of text and the functions they serve, such as to inform or influence (e.g. how-to books, biographies to inform, folktales to entertain).	<ul style="list-style-type: none"> • Observation • Teacher-student interview • Statewide test • Teacher made tests • Performance 	<ul style="list-style-type: none"> • Use an editorial, a biography, a folktale and a computer game manual to discuss the different types of text and their purposes. • Have students work in small groups with examples of each kind of text and determine in which category they belong. • Every time a text is read, question students as to its purpose.
SLE R.1.14 Use print for daily activities (e.g. following directions, using references).	Students will construct, display and use various forms of functional print to accomplish tasks, including schedules, letters, catalogs, charts, maps, directions.	<ul style="list-style-type: none"> • Teacher made test • Projects • Statewide test • Samples of student writing 	<ul style="list-style-type: none"> • Provide students with assignment sheets for reading. • Display daily lunch menu and classroom rules for students to read. • Display reading and writing strategy charts for students to refer to as needed. • Use word charts as needed to read and write. • Display chart for editing check list that students can use for editing their work.

Standard R.1, R.2	Benchmarks	Assessments	Strategies/Activities
SLE R.1.15. Demonstrate knowledge of expository and narrative texts.	<p>Students will use recognition of basic plots of fairy tales, myths, etc. to comprehend text.</p> <p>Students will identify text structure as being descriptive, comparison, sequential/chronological and cause and effect.</p>	<ul style="list-style-type: none"> Teacher made tests Observation Statewide test Portfolio 	<ul style="list-style-type: none"> Discuss the basic plots of various types of narrative texts, such as fairy tales, myths, etc. showing examples of each. Maintain a grid in the classroom to classify books/texts read as a class until students become familiar with the differences. As the students read informational text from science or social studies books, focus on the layout and the features of different text structures particularly descriptive and comparative, sequential-chronological, cause and effect. Introduce expository text structure using examples from trade books. Show the organization of the text by using a graphic organizer to record the most important information. Have students recreate the same text pattern with a related topic. For example, read the book <u>What the Moon Is Like</u> (Branley, 1986) to introduce descriptive text. Use a semantic map to organize the information and have students write a summary from the map. Read <u>What Happens to a Hamburger</u> (Showers, 1985) to illustrate cause and effect text. Use a cause and effect graphic organizer to organize the most important information. Have students use the graphic organizer to compose a cause and effect paragraph on what happens to food they eat.

Standard R.1, R.2	Benchmarks	Assessments	Strategies/Activities
SLE R.1.16. Use strategies for visual organization of information, such as story maps, semantic mapping, charts, etc.	Students will use various maps and diagrams to visually display structural patterns found in narrative and expository text.	<ul style="list-style-type: none"> Graphic organizers Statewide test Teacher made tests Samples of student writing 	<ul style="list-style-type: none"> After reading a selection, have students complete a graphic organizer appropriate for the structure of the text, such as Venn diagram with two stories, prediction chart, cumulative story staircase, character web. Use charts and graphs to collect and classify information about students in the class.
SLE R.2.1. Use critical thinking and problem solving strategies to integrate content from all subject matter areas.	<p>Students will discuss various content area themes using examples from literature and other media as references.</p> <p>Students will connect recurring ideas and themes across different texts.</p> <p>Students will participate in collaborative projects using research materials and media related to other disciplines.</p> <p>Students will respond logically to open-ended questions that require prediction, comparison and analysis in all areas of the curriculum.</p>	<ul style="list-style-type: none"> Statewide test Teacher made tests Demonstration 	<ul style="list-style-type: none"> Plan thematic units to connect learning throughout all content areas. For example, use <u>Cloudy with a Chance of Meatballs</u> (Barrett, 1978) as a springboard to a study about weather. Divide students into literature focus groups of 5-6 to read sets of books on weather, such as <u>Flash, Crash, Rumble, and Roll</u> (Branley, 1990). Have students develop charts, displays, experiments and a written and oral presentation based on the information in their books to share their information. After reading the book <u>The Snowy Day</u> (Keats, 1962), have students make snow cones and learn how matter can change from solids to liquids to gases. Have them analyze the processes and in groups write a summary for each process. For art they can trace each other (as children do in the story) and make shoes tracks in paints and arrange to form a collage.

Standard R.1, R.2	Benchmarks	Assessments	Strategies/Activities
SLE R.2.2. Read for personal reasons, such as for enjoyment, for information and for inquiry.	<p>Students will read a wide variety of fiction and nonfiction materials for enjoyment and information which may include:</p> <ul style="list-style-type: none"> • biographies or autobiographies of people of real interest, • realistic fiction involving school, families, friendships, • informational books about interests (such as how-to books), • periodicals, • fables, folktales, tall tales. 	<ul style="list-style-type: none"> • Analysis of reading log/reading response journal entries • Observation • Checklist • Demonstration 	<p>Encourage students to read for a variety of reasons by:</p> <ul style="list-style-type: none"> • Reading aloud to the students everyday from literature and real world materials (newspapers, brochures, bulletins, advertisements). • Providing time daily for self-selected reading. • Encouraging students to read to answer questions they may have. • Using students' interest inventories to guide them toward appropriate texts. • Grouping students into literature focus groups based on interest. • Read short sections in books to pique student interest in reading them.

Standard R.1, R.2	Benchmarks	Assessments	Strategies/Activities
SLE R.1.17. Read independently and with others daily (e.g. sustained silent reading, shared reading, partner reading).	<p>Students will demonstrate wise use of independent reading time.</p> <p>Students will self-select materials on independent reading level based on personal interests and knowledge of authors and different types of texts.</p>	<ul style="list-style-type: none"> Analysis of reading log entries Observation Checklist 	<ul style="list-style-type: none"> Allocate time each day, approximately 30-35 minutes for self-selected reading. Provide opportunity for students to read together through choral reading, partner reading, literature focus groups, author studies.
SLE R.2.3. Demonstrate fluency and comprehension in both silent and oral reading.	<p>Students will read and comprehend stories and passages of approximately 500-800 words.</p> <p>Students will read orally from familiar text with fluency (accuracy, expression, appropriate phrasing and attention to punctuation).</p>	<ul style="list-style-type: none"> Analysis of reading log entries Oral reading records Statewide test Observation Teacher made tests 	<ul style="list-style-type: none"> Provide opportunity for students to meet the same words in different contexts to help build their bank of familiar, high-frequency words. Allocate time everyday for independent reading so that children will hear and see words many times in meaningful contexts to enhance fluency. Provide opportunity for students to read with others through choral reading, partner reading, small group reading and read-arounds.
SLE R.2.4. Select appropriate reading material from library media centers and other sources.	<p>Students will locate and use important areas of the library/media center.</p> <p>Students will choose appropriate reading material from a variety of sources (e.g. home, community library, classroom, bookstore).</p>	<ul style="list-style-type: none"> Analysis of reading log entries Observation Checklist 	<ul style="list-style-type: none"> Teach children about the organization and procedures of the library. Have students complete interest inventories. Teach students how to judge the appropriateness of the readability level of a book. Allow students to share reading materials they have brought from home.

READING: LITERARY RESPONSE

Standard R.1, R.2	Benchmarks	Assessments	Strategies/Activities
<p>SLE R.1.18. Read, listen and respond to a variety of literary genres from diverse cultures.</p> <p>SLE R.2.5. Respond to reading in a variety of ways (e.g. writing, retelling, art, drama).</p>	<p>Students will read and respond to a variety of stories and poems in ways that reflect understanding and interpretation in discussion (retelling, predicting, questioning), in writing, and through movement, music, art and drama.</p> <p>Students will demonstrate understanding of informational text in a various ways, such as through oral retellings, writing, illustrating, developing demonstrations and using available technology.</p> <p>Students will support interpretations or conclusions with examples drawn from text.</p> <p>Students will relate the life experiences, language, customs and culture of characters in text to their own experiences.</p>	<ul style="list-style-type: none"> Oral presentations Samples of student writing Performance Statewide test Teacher made tests Analysis of learning log/ reading response journal entries Portfolio Projects 	<ul style="list-style-type: none"> Post a list of books by genres that students would enjoy reading and are available in the classroom. Divide the class into five groups with each group being assigned a story element. Each group is to present their story element in a creative way to the rest of the class. Have children choose their favorite character to study, do a character map and dress up as that character to present their study to the rest of the group. Have students summarize a content area text using pre-selected vocabulary words. Rewrite a story in the form of a cartoon. Retell what has been learned in form of a limerick or descriptive poem. Help students think more deeply about a character through open-mind portraits--writing words or phrases describing a character on an outline of a head cut out of paper. For example, students could draw an open-mind portrait of the wolf in <u>The True Story of the Three Little Pigs</u> (Scieszka, 1991).

READING: LITERARY RESPONSE (continued)

Standard R.1, R.2	Benchmarks	Assessments	Strategies/Activities
SLE R.1.19 Read more than one work by a single author.	Students will demonstrate knowledge of the content, style and theme of the works of an author.	<ul style="list-style-type: none"> Analysis of reading log/reading response journal entries Checklist Project 	<ul style="list-style-type: none"> Divide students into literature focus units to study the works of one author Judi Barrett, Tomie de Paola, Beverly Cleary. Have students read a series to determine common elements in the works (e.g. characters, themes, style). After listening to several stories by one author, have each student draw a scene from his/her favorite book and write a paragraph explaining the choice. Focus "read alouds" on the works of a single author. Encourage students to focus on the works of a single author during independent reading time.
SLE R.1.20. Use strategies such as keeping reading logs conferences with teacher and discussions with other readers for monitoring progress in reading.	Students will monitor their progress in reading through maintaining a reading portfolio which may contain the following: a reading log, reading response journal, reading goals checklist, record of conferences with teacher, record of conversations with peers about books, responses to reading, self-evaluations.	<ul style="list-style-type: none"> Analysis of the reading log/reading response journal Record of formal and informal book talks (Reader's Chair) Student self-evaluation questionnaires and checklists Teacher-student reading conference Portfolio Project 	<ul style="list-style-type: none"> Explain the purpose and contents of a reading portfolio, including how to record on a checklist. Provide opportunity for children to keep reading logs to record the following: <ul style="list-style-type: none"> --list of books read, --comments on particular authors, --responses to a particular text, --comments on personal reading strategies, --plans for further reading. Establish a process for conferencing with students to explain the progress they are making toward their reading goals.

READING: LITERARY RESPONSE (continued)

Standard R.1, R.2	Benchmarks	Assessments	Strategies/Activities
SLE R.1.21. Experiment with creative and playful language, such as text innovations, choral reading, etc.	<p>Students will retell a story using different characters, setting, events, etc.</p> <p>Students will use rhyme, riddles, rhythm, patterned text and sound devices in oral and written work.</p>	<ul style="list-style-type: none"> Observation Samples of student writing Oral presentation rubric Performance Analysis of learning log/journal entries Portfolio 	<ul style="list-style-type: none"> Read <u>Cloudy with a Chance of Meatballs</u> (Barrett, 1978) to illustrate how the author used wordplay to create a humorous story. Read <u>Hooray for Diffendoofer Day!</u> (Geisel, Prelutsky, & Lane, 1998) to expose students to creative and playful book language. Have students develop advertisements for books they have read. Provide opportunities for students to experiment with language, such as make a Creative Quilt. Write rhymes, alliterative sentences, riddles, poems, etc. inside the quilt square. Place objects in cans and cover. Encourage children to make up onomatopoeic words for the sound they hear in the cans.
SLE R.1.22. Use technological aides (e.g. data base, spreadsheet, desktop publishing) to support growth in reading.	Students will use available technology to gather information about an assigned or self-selected topic.	<ul style="list-style-type: none"> Performance Portfolio Observation 	<ul style="list-style-type: none"> Give students opportunity to work on computers to write, do research, play word games, check comprehension skills.

READING: LITERARY RESPONSE (continued)

Standard R.1, R.2	Benchmarks	Assessments	Strategies/Activities
SLE R.2.6. Use reading to enhance writing.	<p>Students will write in different genres using a variety of authors' works as models.</p> <p>Students will apply new vocabulary and concepts from reading to writing.</p>	<ul style="list-style-type: none"> • Samples of student writing • Statewide test • Teacher made tests 	<ul style="list-style-type: none"> • Provide students with opportunities to read several stories or texts illustrating a story element, type of expository text or type of genre to learn how authors use the element in constructing stories. • Demonstrate how to incorporate the features into own writing on the overhead projector. Have students apply what they have learned in their own writing. • Read poems and books with cumulative patterns, such as <u>Rose in My Garden</u> (Lobel, 1984). Have children develop their own versions. • After reading several adventure stories, have the class compose two or more alternatives for each section of the story (e.g. setting, characters, actions and reactions, quests or complications, resolutions). Students then select from the alternatives to compose their own adventure stories.

READING: LITERARY RESPONSE (continued)

Standard R.1, R.2	Benchmarks	Assessments	Strategies/Activities
SLE R.2.7. Select appropriate resource material from a variety of sources (e.g. library media centers, community and home).	<p>Students will use multiple resources, including print (e.g. encyclopedia, newspapers), technology (e.g. television and computers) and experts to gather information which addresses specific questions.</p>	<ul style="list-style-type: none"> • Samples of student writing • Teacher made tests • Observation • Checklist • Project 	<ul style="list-style-type: none"> • Lead students in an examination of various kinds of sources of information including print, technology and people and discuss their usefulness as resource material. • Require students to complete a report in which they reference at least three different sources of information. Assign tasks which require them to access all three. For example, in researching an animal, students could choose one animal, interview the veterinarian, watch a video about the animal and read books about the animal.
SLE R.2.8. Initiate and participate in conversations about reading.	<p>Students will discuss authors, stories and other texts, making recommendations to their friends and teacher.</p>	<ul style="list-style-type: none"> • Observation • Analysis of learning log/journal entries • Performance 	<ul style="list-style-type: none"> • Participate in students' discussions about books and model good questioning and good question responding. • Divide students into literature focus groups based on interests and allow them time everyday to discuss the books they are reading. • Provide time everyday for a few students to conduct book talks (Reader's Chair). • Have students engage in grand conversations about books they have read.



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